Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
		CM-A ELA Diagnostic Blueprints					
		Testing Window	10/13-11/3/10	01/5-01/26/11	3/9-03/30/11	5/4-5/25/11	
		Total # of Item	31	30	29	30	
	Reading						
		3.1 Reading: Word Recognition, Fluency, and Vocabulary Development					
3		**3.1.1 Know and use more difficult word families (*-ight*) when reading unfamiliar words.**	2	2	2		Decoding and Word Recognition
3		**3.1.2 Read words with several syllables.**	1		1	2	Decoding and Word Recognition
3		**3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.**					Decoding and Word Recognition
3		**3.1.4 Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).**	1	1			Vocabulary and Concept Development

3		3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.					Vocabulary and Concept Development
3		**3.1.6 Use sentence and word context to find the meaning of unknown words.**	1	2	1	2	Vocabulary and Concept Development
3		**3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.**		2		1	Vocabulary and Concept Development
3		**3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-, pre-*) and suffixes (word parts added at the end of words such as *–er, –ful, -less*) to determine the meaning of words.**		2		2	Vocabulary and Concept Development
3		3.1.9 Identify more difficult multiple-meaning words (such as *puzzle* or *fire*).					Vocabulary and Concept Development
		3.2 Reading: Comprehension and					
3		**3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.**		3	1	2	Structural Features of Informational and Technical Materials
3		3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).					Structural Features of Informational and Technical Materials
3		3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3		**3.2.3 Show understanding by identifying answers in the text.**	2				Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

3		**3.2.4 Recall major points in the text and make and revise predictions about what is read.**	**2**	**3**	**1**	**2**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3		**3.2.5 Distinguish the main idea and supporting details in expository (informational) text.**	**1**	**2**	**1**	**2**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3		**3.2.6 Locate appropriate and significant information from the text, including problems and solutions.**	**1**	**1**	**2**	**2**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3		3.2.7 Follow simple multiple-step written instructions.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3		3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
3.3 Reading: Comprehension and Analysis of							
3		**3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.**	**1**	**1**	**1**	**1**	Structural Features of Literature
3		**3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.**	**4**		**1**	**1**	Analysis of Grade-Level-Appropriate Literary Text
3		**3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.**	**1**		**2**	**1**	Analysis of Grade-Level-Appropriate Literary Text
3		**3.3.4 Determine the theme or author's message in fiction and nonfiction text.**	**1**	**1**	**1**	**1**	Analysis of Grade-Level-Appropriate Literary Text
3		3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.					Analysis of Grade-Level-Appropriate Literary Text
3		**3.3.6 Identify the speaker or narrator in a selection.**		**1**	**2**	**1**	Analysis of Grade-Level-Appropriate Literary Text

3		3.3.7 Compare and contrast versions of the same stories from different cultures.					Analysis of Grade-Level-Appropriate Literary Text
3		**3.3.8 Identify the problem and solutions in a story.**	**2**	**1**	**1**		Analysis of Grade-Level-Appropriate Literary Text
	Writing						
	3.4 Writing: Processes and Features						
3		**3.4.1 Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.**					Organization and Focus
3		**3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.**					Organization and Focus
3		**3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.**	**1**	**1**	**1**	**1**	Organization and Focus
3		**3.4.9 Organize related ideas together within a paragraph to maintain consistent focus.**					Organization and Focus
3		3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).			**2**	**2**	Research Process and Technology
3		3.4.5 Use a computer to draft, revise, and publish writing.					Research Process and Technology
3		**3.4.6 Review, evaluate, and revise writing for meaning and clarity.**					Evaluation and Revision
3		3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.					Evaluation and Revision

3		**3.4.8 Revise writing for others to read, improving the focus and progression of ideas.**	**2**	**1**	**1**	**1**	Evaluation and Revision
		**3.5 Writing: Applications (Different Types of**					
3		**3.5.1 Write narratives that:** • **provide a context within which an action takes place.** • **Include details to develop the plot.**					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		**3.5.2 Write descriptive pieces about people, places, things, or experiences that:** • **Develop a unified main idea.** • **Uses details to support the main idea.**					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		**3.5.6 Write persuasive pieces that ask for an action or response.**					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		and formal letters, thank-you notes, and invitations that: • show awareness of the knowledge and interests of the audience. • establish a purpose and context. • include the date, proper salutation, body, closing, and					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		**3.5.4 Use varied word choices to make writing interesting.**	**2**	**2**	**1**	**1**	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		**3.5.5 Write for different purposes and to a specific audience or person.**					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:

3		3.5.7 Write responses to literature that: • demonstrate an understanding of what is read. • support statements with evidence from the text.					In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:
3		**3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:** **• uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).** **• organizes information by categorizing it into more than one category (such as living and non-living, hot and cold) or includes information gained through observation.**					Research Application
	3.6 Writing: English Language Conventions						
3		3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.					Handwriting
3		**3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.**	1		1		Sentence Structure

3		**3.6.3 Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).**	**3**		**1**	**2**	Grammar
3		**3.6.4 Identify and use past (*he danced),* present (*he dances*), and future (*he will dance)* verb tenses properly in writing.**	**1**	**1**	**1**	**1**	Grammar
3		**3.6.5 Identify and correctly use pronouns (*it, him, her),* adjectives (*brown eyes, two younger sisters),* compound nouns (*summertime, snowflakes),* and articles (*a, an, the)* in writing.**		**2**	**1**	**1**	Grammar
3		3.6.6 Use commas in dates (*August 15, 2001),* locations *(Fort Wayne, Indiana),* and addresses (*431 Coral Way, Miami, FL),* and for items in a series (*football, basketball, soccer, and tennis).*					Punctuation
3		3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.)*					Capitalization

Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
3		3.6.8 Spell correctly one syllable words that have blends *(walk, play, or blend),* contractions *(isn't, can't),* compounds, common spelling patterns *(qu-,* changing *win* to *winning,* and changing the ending of a word from *–y* to *-ies* to make a plural, such as *cherry/cherries),* and common homophones (words that sound the same but have different spellings, such as *hair-hare).*	2	1	2	1	Spelling
3		3.6.9 Arrange words in alphabetical order.					Spelling
Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
		Testing Window	10/13-11/3/10	01/5-01/26/11	3/9-03/30/11	5/4-5/25/11	
		Total # of Item	32	32	28	28	
	Reading						
		4.1 Reading: Word Recognition, Fluency, and Vocabulary Development					
4		**4.1.1 Read aloud grade-level appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.**					Decoding and Word Recognition

4		**4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings, and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.**	**2**	**3**	**1**		Vocabulary and Concept Development
4		**4.1.3 Use knowledge of root words (*nation*, *national*, *nationality*) to determine the meaning of unknown words within a passage.**		**1**	**2**	**1**	Vocabulary and Concept Development
4		**4.1.4 Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).**		**2**	**1**	**3**	Vocabulary and Concept Development
4		4.1.5 Use a thesaurus to find related words and ideas.					Vocabulary and Concept Development
4		**4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).**	**3**	**1**		**2**	Vocabulary and Concept Development
4		**4.1.7 Use context to determine the meaning of unknown words.**	**2**	**2**	**1**	**3**	Vocabulary and Concept Development
	4.2 Reading: Comprehension and						

4		**4.2.1 Use the organization of informational text to strengthen comprehension.**	**1**	**1**			Structural Features of Informational and Technical Materials
4		**4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.**	**2**	**1**		**1**	Structural Features of Informational and Technical Materials
4		4.2.2 Use appropriate strategies when reading for different purposes.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4		**and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.**	**3**	**1**	**3**	**1**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4		4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4		**4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).**	**3**	**2**	**3**	**1**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4		4.2.5 Compare and contrast information on the same topic after reading several passages or articles.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

4	4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.	1	2		1	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4	4.2.7 Follow multiple-step instructions in a basic technical manual.					Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
4.3 Reading: Comprehension and Analysis of						
4	4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.					Structural Features of Literature
4	**4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.**	2	2	1	3	Analysis of Grade-Level-Appropriate Literary Text
4	**4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.**	3	1	2	1	Analysis of Grade-Level-Appropriate Literary Text
4	4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.					Analysis of Grade-Level-Appropriate Literary Text
4	4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	2		2		Analysis of Grade-Level-Appropriate Literary Text
4	**4.3.6 Determine the theme.**	1	1	1	1	Analysis of Grade-Level-Appropriate Literary Text

4		**4.3.7 Identify narrator in a selection and tell whether the narrator or speaker is involved in the story.**			2	2		Analysis of Grade-Level-Appropriate Literary Text
	Writing							
		4.4 Writing: Processes and Features						
4		**4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.**						Organization and Focus
4		**4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.**	1	1	1	1	Organization and Focus

4		**4.4.3 Write informational pieces with multiple paragraphs that: *provide an introductory paragraph *establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. *include supporting paragraphs with simple facts, details and explanations. *present important ideas or events in sequence or in chronological order. *provide details and transitions to link paragraphs. *conclude with a paragraph that summarizes the points.*use correct indention at the beginning of paragraphs.**					Organization and Focus
4		**4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.**					Organization and Focus
4		**4.4.5 Quote or paraphrase information sources, citing them appropriately.**					Research Process and Technology
4		**4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.**	1	1	1	1	Research Process and Technology
4		**4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.**					Research Process and Technology

4		**4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use these print materials.**	**1**	**1**	**1**	**1**	Research Process and Technology
4		4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.					Research Process and Technology
4		**4.4.10 Review, evaluate, and revise writing for meaning and clarity.**		**1**	**2**	**1**	Evaluation and Revision
4		4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.					Evaluation and Revision
4		**4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.**					Evaluation and Revision
4.5 Writing: Writing Applications (Different							
4		**4.5.1 Write narratives that:** • **include ideas, observations, or memories of an event or experience.** • **provide a context to allow the reader to imagine the world of the event or experience.** • **use concrete sensory details.**					Writing Applications (Different Types of Writing and Their Characteristics)

4		**4.5.2 Write responses to literature that:** **• demonstrate an understanding of a literary work.** **• support statements with evidence from the text.**					Writing Applications (Different Types of Writing and Their Characteristics)
4		4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.					Writing Applications (Different Types of Writing and Their Characteristics)
4		**4.5.5 Use varied word choices to make writing interesting.**	2	2	2	2	Writing Applications (Different Types of Writing and Their Characteristics)
4		**4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.**					Writing Applications (Different Types of Writing and Their Characteristics)

4		**4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:** **• includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).** **• demonstrates that information that has been gathered has been summarized.** **• organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.**					Research Application
	4.6 Writing: English Language Conventions						
4		4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.					Handwriting
4		**4.6.2 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.**	1	1	1	1	Sentence Structure

4		**4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.**	**1**	**2**	**1**	**2**	Sentence Structure
4		4.6.4 Identify and use in writing regular (live/ lived, shout/ shouted) and irregular verbs (swim/ swam, ride/ rode, hit/ hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).					Grammar
4		**4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes, the dog's food*) and apostrophes in contractions (*can't, didn't, won't*).**		**1**		**1**	Punctuation
4		4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.					Punctuation
4		4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.					Capitalization

Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
4		4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/ careful/ caring or words with more than one acceptable spelling like advisor/ adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts, each containing a vowel sound, such as sur• prise or e• col• o• gy).					Spelling
		Testing Window	10/13-11/3/10	01/5-01/26/11	3/9-03/30/11	5/4-5/25/11	
		Total # of Item	29	32	28	31	
	Reading						
		5.1. Reading: Word Recognition, Fluency, and Vocabulary Development					
5		**5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.**					Decoding and Word Recognition
5		5.1.2 Use word origins to determine the meaning of unknown words.					Vocabulary and Concept Development
5		5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).		2	1	1	Vocabulary and Concept Development

5		5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biology).	1	1	1	3	Vocabulary and Concept Development
5		5.1.5 Understand and explain the figurative use of words in similes (comparisons that use *like* or *as: The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*)	1	1	1	1	Vocabulary and Concept Development
5		5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.		1	2	3	Vocabulary and Concept Development
	5.2. Reading: Comprehension and						
5		5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.		1	2	1	Structural Features of Informational and Technical Materials
5		5.2.2 Analyze text that is organized in sequential or chronological order.					Structural Features of Informational and Technical Materials
5		5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	2	1	1	4	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

5	5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	4	1	1	2	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
5	5.2.6 Follow multiple-step instructions in a basic technical manual.		2			Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
5	5.2.5 Distinguish among facts, supported inferences, and opinions in text.	1	1	2	2	Expository (Informational) Critique
5.3 READING: Comprehension and						
5	5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	1		2	1	Structural Features of Literature
5	5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	2		1	2	Analysis of Grade-Level-Appropriate Literary Text
5	5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	4		1	1	Analysis of Grade-Level-Appropriate Literary Text
5	5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.	2	2	1	1	Analysis of Grade-Level-Appropriate Literary Text
5	5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.		2	3		Analysis of Grade-Level-Appropriate Literary Text

5		5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.		2			Analysis of Grade-Level-Appropriate Literary Text
5		5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.		2			Literary Criticism
5		**5.3.7 Evaluate the author's use of various techniques to influence reader's perspectives.**		**4**		**1**	Literary Criticism
	Writing						
		5.4 Writing: Processes and Features					
5		**5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.**					Organization and Focus
5		**5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.**					Organization and Focus
5		**5.4.3 Write informational pieces with multiple paragraphs that:** **• present important ideas or events in sequence or in chronological order.** **• provide details and transitions to link paragraphs.** **• offer a concluding paragraph that summarizes important ideas and details.**					Organization and Focus

5		5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and stating and supporting a hypothesis with data.					Organization and Focus
5		5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.					Research Process and Technology
5		**5.4.5 Use note-taking skills.**					Research Process and Technology
5		5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searchers, the thesaurus, and spell checks.					Research Process and Technology
5		5.4.7 Use a thesaurus to identify alternative word choices and meanings.					Research Process and Technology
5		**5.4.8 Review, evaluate, and revise writing for meaning and clarity.**	2	1	1	2	Evaluation and Revision
5		**5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.**					Evaluation and Revision

5		**5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.**	2	1	1	2	Evaluation and Revision
	5.5 Writing: Applications (Different Types of						
5		**5.5.1 Write narratives that:** **• establish a plot, point of view, setting, and conflict.** **• show, rather than tell, the events of the story.**					In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:
5		**5.5.2 Write responses to literature that:** **• demonstrate an understanding of a literary work.** **• support judgments through references to the text and to prior knowledge.** **• develop interpretations that exhibit careful reading and understanding.**					In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:
5		**5.5.4 Write persuasive letters or compositions that:** **• state a clear position in support of a proposal.** **• support a position with relevant evidence and effective emotional appeals.** **• follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.** **• address reader concerns.**					In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:

			3	2	2	1	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:
5		**5.5.5 Use varied word choices to make writing interesting.**					
5		**5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.**					In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:
5		5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.					In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:
5		**5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:** • **uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).** • **demonstrates that information that has been gathered has been summarized.** • **organizes information by categorizing and sequencing.**					Evaluation and Revision
	5.6 Writing: Written English Language						

5		**5.6.1 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).**	**1**	**2**	**2**	**1**	Sentence Structure
5		**5.6.2 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.**	**2**	**1**	**2**		Sentence Structure
5		**5.6.8 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.**		**2**	**1**	**1**	Sentence Structure
5		5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/ lay, sit/ set, rise/ raise).	**1**			**1**	Grammar
5		**5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its).**					Grammar

Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
5		5.6.5 Use a colon to separate hours and minutes (*12:20 a.m., 3:40 p.m*.) and to introduce a list (*Do the project in this order: cut, paste, fold*.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*)					Punctuation
5		5.6.6 Use correct capitalization.					Capitalization
5		prefixes (understood/ misunderstood, excused/ unexcused), suffixes (final/ finally, mean/ meanness), contractions (will not/ won't, it is/ it's, they would/ they'd), and syllable constructions (in• for• ma• tion, mol• e• cule)					Spelling
Grade	**Standard**	**Indicator**	**Diagnostic 1**	**Diagnostic 2**	**Diagnostic 3**	**Diagnostic 4**	**Category**
		Testing Window	**10/13-11/3/10**	**01/5-01/26/11**	**3/9-03/30/11**	**5/4-5/25/11**	
		Total # of Item	**37**	**37**	**33**	**33**	
	Reading						
		6.1 Reading: Word Recognition, Fluency, and Vocabulary Development					
6		6.1.1 Read aloud grade-level-appropriate poems, literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	**0**	**0**	**0**	**0**	Decoding and Word Recognition

6		**6.1.2 Identify and interpret figurative language (including similes, comparisons that use *like* or *as,* and metaphors, implied comparisons) and words with multiple meanings.**	**1**	**2**	**2**	**1**	Vocabulary and Concept Development
6		6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	**2**	**0**	**2**	**0**	Vocabulary and Concept Development
6		**6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.**	**2**	**4**	**4**	**6**	Vocabulary and Concept Development
6		**6.1.5 Understand and explain slight differences in meaning in related words.**	**1**	**0**	**0**	**1**	Vocabulary and Concept Development
	6.2 Reading: Comprehension and						
6		**6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.**	**0**	**4**	**1**	**1**	Structural Features of Informational and Technical Materials
6		**6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.**	**0**	**0**	**0**	**0**	Structural Features of Informational and Technical Materials
6		**6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.**	**1**	**0**	**1**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

6		**6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.**	**0**	**3**	**1**	**2**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
6		6.2.5 Follow multiple-step instructions for preparing applications.	**0**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
6		6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	**0**	**2**	**4**	**0**	Expository (Informational) Critique
6		**6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.**	**0**	**6**	**3**	**2**	Expository (Informational) Critique
6		6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	**0**	**2**	**0**	**0**	Expository (Informational) Critique
6		6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).	**0**	**0**	**0**	**0**	Expository (Informational) Critique
	6.3 Reading: Comprehension and Analysis of						
6		**6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.**	**1**	**1**	**0**	**0**	Structural Features of Literature
6		6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	**4**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Literary Text
6		**6.3.3 Analyze the influence of the setting on the problem and its resolution.**	**3**	**0**	**0**	**2**	Analysis of Grade-Level-Appropriate Literary Text

6		**6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.**	**0**	**3**	**1**	**0**	Analysis of Grade-Level-Appropriate Literary Text
6		6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and the third person (the narrator tells the story from an outside perspective) narration.	**2**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Literary Text
6		**6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.**	**1**	**1**	**2**	**0**	Analysis of Grade-Level-Appropriate Literary Text
6		**6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.**	**1**	**1**	**0**	**2**	Analysis of Grade-Level-Appropriate Literary Text
6		**6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.**	**2**	**0**	**1**	**2**	Analysis of Grade-Level-Appropriate Literary Text
6		**6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.**	**2**	**0**	**0**	**2**	Literary Criticism
	Writing						
		6.4 Writing: Writing Process					

6		6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	0	0	0	0	Organization and Focus
6		6.4.2 Choose the form of writing that best suits the intended purpose.	1	0	0	2	Organization and Focus
6		6.4.3 Write informational pieces of several paragraphs that: • engage the interest of reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition.	0	0	0	0	Organization and Focus
6		6.4.4 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.	0	0	0	0	Organization and Focus
6		6.4.5 Use note-taking skills when completing research for writing.	0	0	0	0	Research Process and Technology
6		6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	0	0	0	0	Research Process and Technology

6		6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation.	0	0	0	0	Research Process and Technology
6		6.4.8 Review, evaluate, and revise writing for meaning and clarity.	1	2	2	3	Evaluation and Revision
6		own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	0	0	0	0	Evaluation and Revision
6		6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	0	4	3	3	Evaluation and Revision
	6.5 Writing: Applications (Different Types of						
6		• establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:

6		6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:
6		6.5.4 Write responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:
6		6.5.5 Write persuasive compositions that: • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:
6		6.5.6 Use varied word choices to make writing interesting.	2	0	2	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:

6		**6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.**	**0**	**0**	**0**	**0**	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:
6		**6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.**	**2**	**1**	**0**	**1**	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:
6		**report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:** **• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.** **• demonstrates that sources have been evaluated for accuracy, bias, and credibility.** **• organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).**	**0**	**0**	**0**	**0**	Research Application
	6.6 Writing: Written English Language						

6		**6.6.1 Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.**	**1**	**0**	**3**	**2**	Sentence Structure
6		**6.6.6 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (We played the Cougars, *the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).** **• We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).** **• Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).**	**4**	**0**	**0**	**0**	Grammar
6		**6.6.2 Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.**	**2**	**0**	**1**	**1**	Grammar

Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
6		salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*) and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*)	**0**	**0**	**0**	**0**	Punctuation
6		6.6.4 Use correct capitalization.	**0**	**0**	**0**	**0**	Capitalization
6		6.6.5 Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).	**1**	**1**	**0**	**0**	Spelling
Grade	**Standard**	**Indicator**	**Diagnostic 1**	**Diagnostic 2**	**Diagnostic 3**	**Diagnostic 4**	**Category**
		Testing Window	10/13-11/3/10	01/5-01/26/11	3/9-03/30/11	5/4-5/25/11	
		Total # of Item	**38**	**38**	**32**	**32**	
	Reading						
		7.1 Reading: Word Recognition, Fluency, and Vocabulary Development					
7		**7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.**	**1**	**1**	**1**	**2**	**Vocabulary and Concept Development**
7		**7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).**	**2**	**1**	**1**	**0**	**Vocabulary and Concept Development**

7		7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.	4	3	1	2	Vocabulary and Concept Development
	7.2 Reading: Comprehension and						
7		7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).	0	3	1	0	Structural Features of Informational and Technical Materials
7		7.2.2 Locate information by using a variety of consumer and public documents.	0	0	0	0	Structural Features of Informational and Technical Materials
7		7.2.3 Analyze text that uses the cause-and-effect organizational pattern.	0	3	2	1	Structural Features of Informational and Technical Materials
7		7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	0	2	3	1	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
7		7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.	0	2	0	2	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
7		7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.	0	3	1	2	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
7		7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.	0	2	2	0	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

7		**7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning.**	**0**	**4**	**0**	**0**	**Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
7		**7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.**	**0**	**0**	**0**	**0**	**Expository (Informational) Critique**
7		**7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.**	**0**	**0**	**0**	**0**	**Expository (Informational) Critique**
7.3 Reading: Comprehension and Analysis of							
7		**7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.**	**0**	**0**	**0**	**0**	**Structural Features of Literature**
7		**7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.**	**4**	**0**	**1**	**1**	**Analysis of Grade-Level-Appropriate Literary Text**
7		**7.3.3 Analyze characterization as shown through character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.**	**8**	**0**	**1**	**2**	**Analysis of Grade-Level-Appropriate Literary Text**

7		7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.	4	0	3	2	Analysis of Grade-Level-Appropriate Literary Text
7		7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.	1	0	2	1	Analysis of Grade-Level-Appropriate Literary Text
7		7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.	4	0	1	2	Analysis of Grade-Level-Appropriate Literary Text
7		7.3.8 Analyze the influence of the setting on the problem and its resolution.	0	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
7		7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	0	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
7		7.3.6 Compare reviews of literary works and determine what influenced the reviewer.	0	0	0	0	Literary Criticism
	Writing						
		7.4 Writing: Writing Process					
7		7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	0	0	0	0	Organization and Focus

7		7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	0	0	0	0	Organization and Focus
7		7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	0	0	0	0	Organization and Focus
7		7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	0	0	0	0	Organization and Focus
7		7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	0	0	0	0	Research Process and Technology
7		7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	0	0	0	0	Research Process and Technology
7		7.4.7 Use a computer to create document by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	0	0	0	0	Research Process and Technology

7		7.4.8 Review, evaluate, and revise writing for meaning and clarity.	2	2	0	4	Evaluation and Revision
7		7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	0	0	0	0	Evaluation and Revision
7		7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	1	1	3	2	Evaluation and Revision
	7.5 Writing: Applications (Different Types of						
7		7.5.1 Write biographical or autobiographical compositions that: • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • support statements with evidence from the text.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:

7		7.5.2 Write responses to literature that: • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • justify interpretations through sustained use of examples and evidence from the text.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:
7		7.5.4 Write persuasive compositions that: • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments.	0	0	0	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:
7		7.5.5 Write summaries of reading materials that: • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details.	1	1	2	0	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:

7		**7.5.6 Use varied word choices to make writing interesting and more precise.**	2	2	1	3	**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:**
7		**7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.**	0	0	0	0	**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:**

7		7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from	0	0	0	0	Research Application
	7.6 Writing: Written English Language						
7		7.6.1 Properly place modifiers (words or phrases that describe, limit or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.	1	0	2	1	Sentence Structure

7		7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	0	3	2	1	Sentence Structure
7		7.6.2 Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as dreaming, chosen, built and grown).	2	1	2	1	Grammar
7		7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.	0	0	0	0	Grammar
7		7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.	0	1	0	1	Grammar
7		7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	0	1	0	1	Grammar
7		7.6.6 Identify and correctly use hyphens (-), dashes (--), brackets ([ ]), and semicolons (;).	1	2	0	0	Punctuation

Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
7		7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	0	0	0	0	Punctuation
7		7.6.8 Use correct capitalization.	0	0	0	0	Capitalization
7		7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spelling of bases and affixes (prefixes and suffixes).	0	0	0	0	Spelling
Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4	Category
		Testing Window	10/13-11/3/10	01/5-01/26/11	3/9-03/30/11	5/4-5/25/11	
		Total # of Item	37	37	33	33	
	Reading						
8.1. Reading: Word Recognition, Fluency, and Vocabulary Development							
8		8.1.1 Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.	2	2	2	2	Vocabulary and Concept Development
8		8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.	0	0	0	0	Vocabulary and Concept Development
8		8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	1	0	0	1	Vocabulary and Concept Development
8.2.Reading: Comprehension and							

8		**8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.**	**0**	**2**	**0**	**0**	Structural Features of Informational and Technical Materials
8		**8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.**	**0**	**2**	**4**	**2**	Structural Features of Informational and Technical Materials
8		**8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).**	**0**	**3**	**0**	**0**	Structural Features of Informational and Technical Materials
8		**8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.**	**0**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
8		8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.	**0**	**0**	**2**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
8		8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a	**0**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
8		8.2.8 Understand and explain the use of simple equipment by following directions in a technical manual.	**0**	**0**	**0**	**0**	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

8		**8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.**	2	5	3	2	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
8		**8.2.6 Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.**	0	0	0	0	Expository (Informational) Critique
<td colspan="7">**8.3. Reading: Comprehension and**</td>
8		**8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).**	3	1	1	1	Structural Features of Literature
8		**8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.**	0	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	0	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.	4	0	2	2	Analysis of Grade-Level-Appropriate Literary Text

8		8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	4	0	1	3	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style, and use those elements to interpret the work.	2	1	3	2	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.8 Contrast points of view such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.	2	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	0	0	0	0	Analysis of Grade-Level-Appropriate Literary Text
8		8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	2	0	1	1	Literary Criticism
	Writing						
		8.4. Writing: Processes and Features					
8		8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	0	0	0	0	Organization and Focus

8		**8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on a topic), and end with a clear and well-supported conclusion.**	**0**	**0**	**0**	**0**	Organization and Focus
8		**8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.**	**0**	**0**	**0**	**0**	Organization and Focus
8		**8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.**	**0**	**0**	**0**	**0**	Organization and Focus
8		**8.4.4 Plan and conduct multiple-step information searches by using computer networks.**	**0**	**0**	**0**	**0**	Research Process and Technology
8		**8.4.5 Achieve an effective balance between researched information and original ideas.**	**0**	**0**	**0**	**0**	Research Process and Technology
8		8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	**0**	**0**	**0**	**0**	Research Process and Technology
8		**8.4.7 Review, evaluate, and revise writing for meaning and clarity.**	**2**	**2**	**2**	**2**	Evaluation and Revision
8		**8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.**	**1**	**0**	**0**	**1**	Evaluation and Revision

8		8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	2	1	0	1	Evaluation and Revision
8		8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	2	2	0	2	Evaluation and Revision
	8.5. Writing: Applications (Different						
8		8.5.1 Write biographies, autobiographies, and short stories that: • Tell about an incident, event, or situation by using well-chosen details. • Reveal the significance of, or the writer's attitude about, the subject. • Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	0	0	0	0	Applications (Different Types of Writing and Their Characteristics)

8		**8.5.2 Write responses to literature that:** • **Demonstrate careful reading and insight into interpretations.** • **Connect response to the writer's techniques and to specific textual references.** • **Make supported inferences about the effects of a literary work on its audience.** • **Support judgments through references to the text, other works, other authors, or to personal knowledge.**	**0**	**0**	**0**	**0**	Applications (Different Types of Writing and Their Characteristics)
8		compositions that: • include a well-defined thesis that makes a clear and knowledgeable appeal. • present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	**0**	**1**	**0**	**0**	Applications (Different Types of Writing and Their Characteristics)

8		8.5.5 Write technical documents that: • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and font	**0**	**0**	**0**	**0**	Applications (Different Types of Writing and Their Characteristics)
8		**8.5.6 Write using precise word choices to make writing interesting and exact.**	**3**	**3**	**3**	**3**	Applications (Different Types of Writing and Their Characteristics)
8		**8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.**	**0**	**0**	**0**	**0**	Applications (Different Types of Writing and Their Characteristics)

8		**8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:** • **uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.** • **demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.** • **demonstrates that sources have been evaluated for accuracy, bias, and credibility.** • **organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).**	**0**	**0**	**0**	**0**	Research Application
	8.6. Writing: English Language						
8		**sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style.**	**0**	**2**	**2**	**2**	Sentence Structure

8		8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: *Students having difficulty and needing help should stay after class.* • Incorrect: *Students having difficulty and who need help should stay after class.*	**0**	**0**	**0**	**0**	Sentence Structure
8		**8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not appreciated.) and other devices to indicate clearly the relationship between ideas.**	**2**	**1**	**1**	**0**	Sentence Structure
8		**8.6.4 Edit written manuscripts to ensure that correct grammar is used.**	0	**1**	**0**	**1**	Grammar
8		8.6.8 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing, -d, -ed, -n, -en* , or *-t* to the base form of the verb, such as *dreaming, chosen, built* , and *grown*).	**0**	**0**	**0**	**0**	Grammar
8		**8.6.5 Use correct punctuation.**	**3**	**2**	**2**	**3**	Punctuation
8		**8.6.6 Use correct capitalization.**	**0**	**2**	**2**	**0**	Capitalization
8		**8.6.7 Use correct spelling conventions.**	**0**	**4**	**2**	**2**	Spelling